

Development of “Aku & Kesadaran Karirku” E-Book to Increase Alpha Generation Career Awareness: An R&D Study with ADDIE Model in MTs Sleman

Fifin Dwi Pratiwi¹, Agus Basuki², Edi Purwanta³

Guidance and Counseling Study Program, Faculty of Education and Psychology,
Universitas Negeri Yogyakarta, Indonesia¹

Guidance and Counseling Study Program, Faculty of Education and Psychology,
Universitas Negeri Yogyakarta, Indonesia²

Guidance and Counseling Study Program, Faculty of Education and Psychology,
Universitas Negeri Yogyakarta, Indonesia³

E-mail: fifin6fipp.2022@student.uny.ac.id¹, agus_basuki@uny.ac.id²,
edi_purwanta@uny.ac.id³

Correspondent Author: Fifin Dwi Pratiwi, fifin6fipp.2022@student.uny.ac.id

Doi: [10.31316/g-couns.v9i3.7654](https://doi.org/10.31316/g-couns.v9i3.7654)

Abstrack

Career plays a crucial role in an individual's life and should be developed from an early age. However, many Generation Alpha adolescents have not yet realized their career interests. This study aims to determine the feasibility and effectiveness of "Aku dan Kesadaran Karirku" e-book as a tool for increasing students' career awareness. Development followed the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The study involved 152 eighth-grade students from four MTs N in Sleman, Yogyakarta. Data collection techniques included career awareness scales and interview guidelines. Feasibility was measured on a Likert scale of 1-5 (4.8 = very feasible). Practicality assessments yielded scores of 4.45 (individual trial), 4.12 (small group), 4.19 (large group), and 4.43 (teachers), indicating high effectiveness. Wilcoxon test showed significant improvement ($p < 0.05$). The findings conclude that the developed e-book is feasible and effective for enhancing career awareness, serving as an innovative tool for school counselors.

Keywords: career awareness, alpha generation, e-book, guidance and counseling media

Abstrak

Karier memainkan peran penting dalam kehidupan seseorang dan harus dikembangkan sejak dini. Namun, banyak remaja Generasi Alfa yang belum menyadari minat karir mereka. Penelitian ini bertujuan untuk mengetahui kelayakan dan keefektifan e-book "Aku dan Kesadaran Karirku" sebagai alat bantu untuk meningkatkan kesadaran karir siswa. Pengembangan mengikuti model ADDIE (Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi). Penelitian ini melibatkan 152 siswa kelas delapan dari empat sekolah MTs N Sleman Yogyakarta. Teknik pengumpulan data menggunakan skala kesadaran karir dan pedoman wawancara. Kelayakan diukur pada skala Likert 1-5 (4,8 = sangat layak. Penilaian kepraktisan menghasilkan skor 4,45 (uji coba perorangan), 4,12 (kelompok kecil), 4,19 (kelompok besar), dan 4,43 (guru), yang menunjukkan efektivitas tinggi. Uji wilcoxon menunjukkan peningkatan yang signifikan ($p < 0,05$). Temuan penelitian menyimpulkan bahwa e-book yang dikembangkan layak dan efektif untuk meningkatkan kesadaran karir, serta menjadi alat inovatif bagi konselor sekolah.

Keywords: kesadaran karir, generasi alfa, e-book, media bimbingan dan konseling

Article info

Received March 2025, accepted July 2025, published August 2025

Published by: Program Studi Bimbingan dan Konseling
Fakultas Keguruan dan Ilmu Pendidikan
Universitas PGRI Yogyakarta



INTRODUCTION

Individuals as living beings who have been created with various aspects, enable them to have a broader understanding to plan and formulate to achieve goals in life, especially in the field of career (Fahmi & Ali, 2022). A career is a series of journeys towards a higher position in the organizational structure (Hirschi & Koen, 2021). The journey requires a lot of preparation, which must be planned, including setting goals for the future career. Before individuals set their career goals, self-awareness is needed to recognize careers maturely from an early age.

Career awareness is an important foundation that refers to an individual's understanding of the various aspects found in the world of work to the educational pathways needed to achieve a dream career (Karakiraz et al., 2021). Individuals with a high level of career awareness are motivated to explore and pursue careers that align with their interests, talents, and life goals. However, if an individual lacks career awareness, it can lead to confusion in choosing a career.

Career awareness is a must-have for every generation, especially the alpha generation, as they are currently in the phase of preparing for future career demands (Fidan, 2022). The alpha generation is individuals born in 2010 through 2025 (Hidayat, 2021), so that they have recognized and cannot be separated from exposure to technology in the form of digital devices (López-Escribano et al., 2021), which can have various impacts on their daily lives (Twenge et al., 2018). If you count backwards, the first alpha generation is currently at the Junior High School (SMP) or Madrasah Tsanawiyah (MTs) level.

The alpha generation has always been considered the generation that uses the most technology in their daily lives (DeJuliis & Saylor, 2021). However, many students at the junior high school and MTs levels still do not realize their future career goals. This is evidenced by the results of preliminary research conducted on 152 students in class VIII at 4 MTs in Sleman, Yogyakarta. Based on observation, 56.5% of MTs N Sleman students do not recognise their career interests. 87% of learners feel that they have many shortcomings. 52.2% of learners reported that they lack the skills necessary to support their future careers.

This indicates that the career awareness of Alpha Generation students falls into the low category. The results of observations that other researchers have made also show that some students at the junior high school level still feel confused in determining a career for the future, do not know their interests, talents, inor majors that are suitable for them, and feel a dilemma to determining the further education they will choose (Gunawan & Fitri Annisa, 2023).

Based on the results of interviews that have been conducted by researchers to guidance and counseling teachers at 4 MTs N Sleman, Yogyakarta have also strengthened the findings stating that there are still many students who have not shown awareness related to careers for their future. The problem is evident in the absence of students who discuss their goals, the choice of an advanced school that aligns with their talents and interests, and the right steps to achieve their expected career. This is also exacerbated by the *Kurikulum Merdeka*, which causes guidance and counseling teachers to lack a schedule to enter the classroom, resulting in the provision of guidance and counseling services to students not running optimally. These problems must be resolved as soon as possible.

As digital technology continues to evolve in our lives, it has changed the way individuals interact, learn, work, and access information. Digital technology has also



influenced the education system through the many innovations created, so that its application provides many benefits to the world of education (Widodo et al., 2021). The use of digital media has become one of the innovative methods that can be employed in various school activities, particularly in the implementation of guidance and counseling services. One of the digital media that is gaining popularity is e-books. An e-book is a medium that presents interactive information in the form of text, audio, music, illustrations, and animations (López-Escribano et al., 2021). Using e-books will provide benefits for users because of the ease of access and interactive appearance, making e-books more interesting and useful (Mufit et al., 2022).

The use of e-books also has a positive impact (López-Escribano et al., 2021). The biggest positive impact is felt by alpha generation students because using e-books that are already digital-based will provide benefits in various fields of life including in the field of education, which can support learning activities and also in the process of implementing guidance activities (Connor et al., 2019), motivating in improving learning achievement and overcoming academic anxiety (Turel & Sanal, 2018), and save time that will be used because of the ease of use of e-books (Nahotko & Deja, 2024). Some of the advantages of e-books are also flexible and interactive when compared to paper-based books (Korat et al., 2014).

Researchers developed an e-book with the title “*Aku dan Kesadaran Karirku*” as a medium that alpha generation learners can use because it is based on several scientific reasons as follows: (1) the need for digital media in education; (2) the importance of career awareness for learners; (3) effectiveness of e-books as learning media; (4) in accordance with the characteristics of the alpha generation; and (5) ease of access and use (Rimayati, 2023). There is a difference between the e-book media that researchers develop with other e-books, namely, the development of this e-book media is focused on helping alpha generation students to increase awareness related to careers that are their interests and goals.

METHOD

This research was conducted in the odd semester of the 2024-2025 school year at 4 MTs N Sleman, Yogyakarta, with a total of 152 students who provided ethical approval, both from the school and the students. This research uses the Research & Development (R&D) method, which aims to create certain products as well as test the effectiveness of the products developed (Sugiyono, 2018). The development model employs the ADDIE model, which comprises five stages: analysis, design, development, implementation, and evaluation.



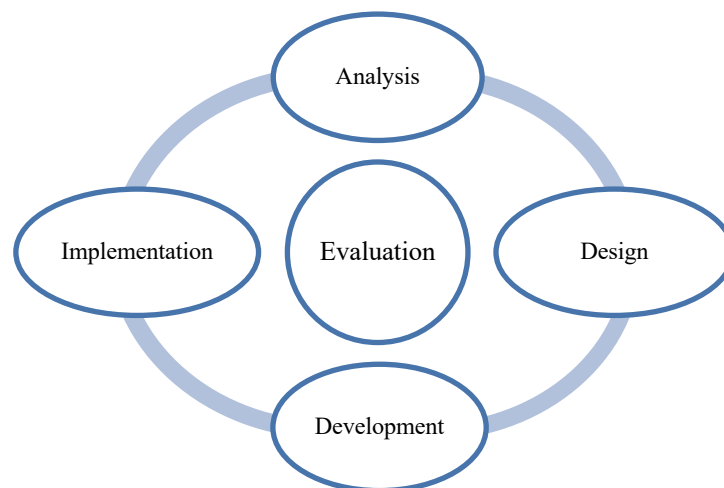


Figure 1. ADDIE Development Model

In the first stage, a needs analysis was conducted to collect information through interviews with guidance and counseling teachers, aiming to gather insights into the implementation of guidance and counseling services at schools and the media used. In the second stage, e-book media design planning is carried out by creating flowcharts, compiling materials, designing layouts, arranging digital media, and incorporating images, videos, and links. In the third stage, initial development is carried out by creating media based on the previously designed flowchart. In the fourth stage, products that have received assessment and validation from the media expert test, material expert test, and expert tests for validation of career interest instrument adapted from Holland's theory, using a Likert scale assessment sheet, show that the media developed are very feasible to use. The media product can be implemented for students and guidance and counseling teachers as users to measure its effectiveness. In the final stage, an evaluation is conducted to assess the success of media products, specifically e-books, in achieving development goals. After the five stages are carried out, the next step is to analyze the data obtained using quantitative descriptive analysis techniques.

RESULT AND DISCUSSION

Initial Product Development Results

Analyze

At this stage, researchers analyzed the results of information obtained through the interview process to guidance and counseling teachers related to the availability of digital media in the personal and career fields used, methods of implementing services, the intensity of services carried out, and students' understanding of personal and career-related material contained in the media. From the interview process, it was concluded that the media used was still simple, making it difficult for students to receive the information provided. This is exacerbated by curriculum policies that do not allocate sufficient time for guidance and counseling teachers to provide services in the classroom.

The result of ineffective implementation of these services is that students have not fully realized their interests, talents, and career goals. Based on the problems and consequences that will be caused, guidance and counseling teachers are required to be able to innovate so that students get and have an understanding related to personal and career development independently. Students at the MTs level who are currently classified



as the alpha generation are certainly no strangers to today's technology. Therefore, media that uses technology in the palm of the hand will attract more attention.

Design

The media design was created using the Canva application as the initial set of products. After the design is successfully assembled, the next step is to convert it into an e-book or digital book using the Heyzine application, which functions similarly to opening and reading a book in electronic form. The storyboard of the initial design of the "*Aku dan Kesadaran Karirku*" e-book media is as follows:

a. Initial Cover Design Result

The initial cover design is made using the Canva application, which is adjusted to the needs of the e-book theme being developed.

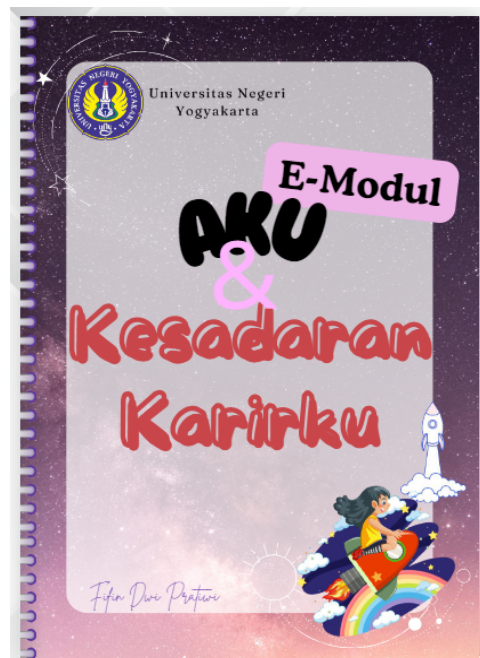


Figure 2. E-Book Cover Initial Design

b. Initial Design Results of Instructions for Use

The initial design of the instructions for use was created using the Canva application to enable users to maximize the benefits of the e-book and increase their career awareness.





Figure 3. Initial Design Instructions for Use

c. Table Of Contents: Initial Design Result

In the initial design of the table of contents, the developer lists the contents of the developed e-book.



Figure 4. Table of Contents: Initial Design

d. The result of the initial design of the material

In the initial design, the material is tailored to meet the needs of users and achieve the objectives, specifically career awareness.





Figure 5. Material Initial Design

e. Initial Video Design Result

The initial design of the video included in the e-book was developed to serve as an amplifier for users to better understand the e-book's contents.



Figure 6. Video Initial Design

f. Developer Profile Initial Design Results

In the initial design of the developer profile, two profiles are included, namely the supervisor profile and the e-book developer profile.





Figure 7. Developer Profile Initial Design

Development

The product development stage, or e-book media, is based on the design determined in the previous stages, namely the analysis stage and the design stage. The media is developed in electronic form that resembles a book, allowing alpha generation learners to easily access it with just a smartphone or laptop. The e-book also offers convenience for students, as it does not require downloading an application. This can be an advantage of the media developed by researchers, as the e-book media feature allows for sharing via a link.

The process carried out in creating and developing the e-book is: a) preparing the concept and content of the material to be delivered through e-books related to career goals that need to be owned by students so that they can increase career awareness in themselves; b) creating a good and attractive media design, because it can increase students' understanding of careers better; and c) the last stage is to unite the design that has been designed with other supporting applications that allow e-books to be used and accessed easily using digital devices.

Implementation

The “*Aku dan Kesadaran Karirku*” e-book media has been completed and has received validation from experts, who state that the media is ready to proceed with field trials. The e-book can be accessed through electronic devices owned by students, such as Android devices or laptops. To access the media, press Ctrl + link together or click directly on the link https://bit.ly/MyCareer_Awareness, which will take you directly to the “*Aku dan Kesadaran Karirku*” e-book page.

Evaluation

Evaluation is conducted at each stage of the ADDIE research and development model, spanning from the analysis stage to the implementation stage. At the analysis and design stage, input from the supervisor becomes the basis for revising the developed



product. At the development stage, feedback from expert lecturers serves as a means of evaluation to modify the developed product in accordance with the suggestions received. At the implementation stage, evaluation is used to assess and determine the effectiveness of the “*Aku dan Kesadaran Karirku*” e-book product, which researchers have developed to increase students’ career awareness.

Product Trial Validation & Response

After successfully developing the product, the next stage is to conduct a series of trials to ensure that the resulting “*Aku dan Kesadaran Karirku*” e-book meets quality standards in terms of feasibility and practicality. This trial phase involved various respondents, namely validation of media expert lecturers and material expert lecturers, as well as responses from guidance and counseling teachers and students.

a. Media Expert Validation

Expert validation of the “*Aku dan Kesadaran Karirku*” e-book media was carried out by an expert in the field of design and technology in learning or education, namely Prof. Dr. Ali Muhtadi, M. Pd who is one of the lecturers of the Educational Technology Study Program at Yogyakarta State University who is competent in the media field. Validation of the e-book media was conducted using a media expert validation sheet, yielding an average score of 4.8, which falls within a very feasible category. Suggestions given by media experts to improve this product are (the contents of the book do not meet the module format, so it is better that the title does not use the term “Modul” or “E-Modul” but is more appropriate if it is called “E-book”; videos should when clicked remain on the “E-Modul” page not go out to the Youtube page, student focus can be disturbed). After the given suggestions have been improved, the “*Aku dan Kesadaran Karirku*” e-book media is deemed suitable for use.

Material Expert Validation

Material expert validation of the “*Aku dan Kesadaran Karirku*” e-book was conducted by Dr. Agus Basuki, M.Pd., a lecturer at Yogyakarta State University, who is an expert in the field of materials. The validation of the e-book material received an average score of 4.8, which is qualitatively classified as very feasible. Suggestions provided by material experts for product improvement include (theoretical and substantive material can be changed from modules to books); paying more attention to how students respond to development products. After the material improvements are completed based on the given suggestions, the material is feasible for use as content in the e-book media “*Aku dan Kesadaran Karirku*”.

Guidance And Counseling Expert Response

The next stage in testing the e-book media that has been developed is to collect responses from experts, namely guidance and counseling teachers at 4 MTs N Sleman, Yogyakarta. The response is in the form of an assessment through a response scale that includes media aspects, material aspects, and media presentation aspects. Based on the responses of guidance and counseling teachers, the overall average score is 4.43, which falls within the outstanding category. The guidance and counseling teacher also provided input that the e-book media developed was good, but only needed to be further developed to improve, especially on the cover page and instructions for use, so that it could be clarified again to make it easier for users. Based on the assessment and feedback provided,



it can be concluded that the e-book media "*Aku dan Kesadaran Karirku*" is a suitable medium for guidance and counseling teachers to implement guidance services.

Learner response

The response of students in testing the e-book media that has been developed is an essential step in determining the feasibility of the media. Student responses were obtained from 4 MTs N Sleman Yogyakarta. The response is in the form of an assessment through a response scale that includes media aspects, material aspects, and media presentation aspects. Based on the students' responses, the overall average score is 4.45, which falls within the outstanding category. Students also provided reviews stating that the e-book developed was very interesting, easy to understand, offered new insights, and was in line with future career needs. Based on the assessment and feedback provided, it can be concluded that the e-book media "*Aku dan Kesadaran Karirku*" is a suitable medium for helping students explore career options for their future.

b. Product Revision

The revision of the e-book product "*Aku dan Kesadaran Karirku*" was carried out based on the assessment and suggestions for improvement obtained from the assessment of media experts and material experts, as well as responses from guidance and counseling teachers, and students. The suggestions for improvement resulted in the following revisions:

Media Expert Validation Revision

Based on the suggestions obtained from media experts, there are areas for improvement that need to be considered and addressed. The suggestions are related to the type of e-module media that changes to an e-book and the selection of colors and fonts needs to be considered so as not to interfere with visual comfort. The following are improvements to media-related content.



Table 1.
Cover Before and After Revision

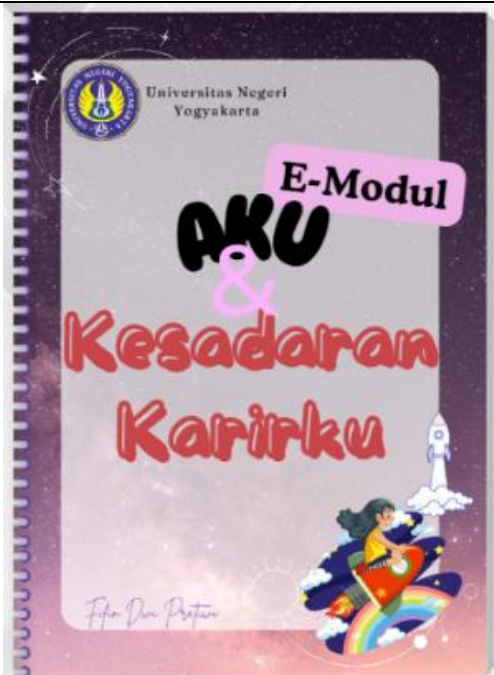

Before Revision	After Revision
	

Table 2.
Instructions for Use Before and After Revision

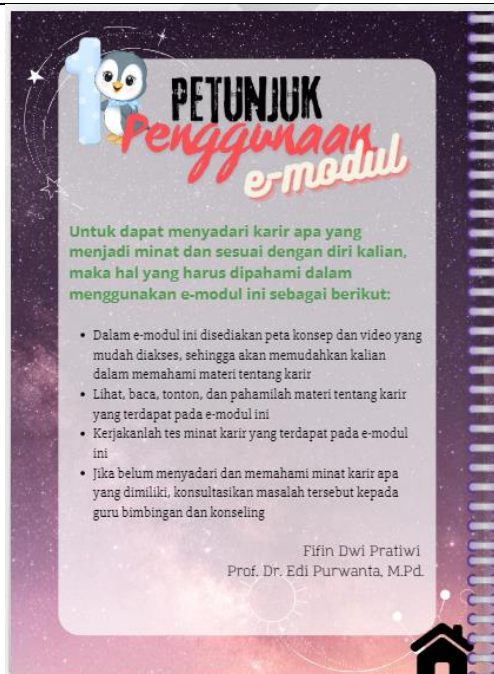
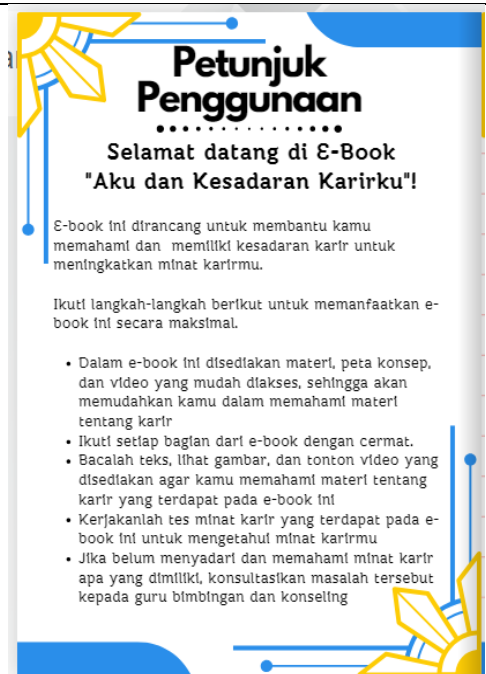


Before Revision	After Revision
	



Table 3.
Video Display Before and After Revision

Before Revision	After Revision
	

Revised material expert validation

Broadly speaking, the media can be used because the material in the media aligns with the research variables, allowing the validator to provide suggestions to pay more attention to the students' responses to the “*Aku dan Kesadaran Karirku*” e-book media.

c. Final Product Review

After the “Me & My Career Awareness” e-book media was revised and declared feasible, the next step was to implement the media to 152 students in 4 MTs N Sleman Yogyakarta. Before students use the media, a pre-test is conducted to determine their initial career awareness. After students use the media, a posttest will be administered to determine whether there is a difference between their performance before and after using the developed media. Pretest and posttest are given to measure the effectiveness of the e-book media “*Aku dan Kesadaran Karirku*” in increasing the career awareness of students at MTs level. The implementation of product testing is conducted individually, in small groups, and large groups. From the results obtained through pretest and posttest testing, it will be determined whether the developed media is effective or not using the *Wilcoxon* test. The following are the results of the *Wilcoxon* test on each product trial implementation.



Table 4.
Wilcoxon Test Results: Pretest Posttest Individuals

Ranks		N	Mean Rank	Sum of Ranks
Post Test Individu - Pre Test Individu	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	12 ^b	6.50	78.00
	Ties	0 ^c		
	Total	12		

a. Post Test Individu < Pre Test Individu

b. Post Test Individu > Pre Test Individu

c. Post Test Individu = Pre Test Individu

Test Statistics^a

	Post Test Individu - Pre Test Individu
Z	-3.062 ^b
Asymp. Sig. (2-tailed)	.002

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Table 5.
Wilcoxon Test Results Pretest Posttest Small Group

Ranks		N	Mean Rank	Sum of Ranks
Post Test Kelompok Kecil - Pre Test Kelompok Kecil	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	40 ^b	20.50	820.00
	Ties	0 ^c		
	Total	40		

a. Post Test Kelompok Kecil < Pre Test Kelompok Kecil

b. Post Test Kelompok Kecil > Pre Test Kelompok Kecil

c. Post Test Kelompok Kecil = Pre Test Kelompok Kecil

Test Statistics^a

	Post Test Kelompok Kecil - Pre Test Kelompok Kecil
Z	-5.512 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.



Table 6.
Wilcoxon Test Results: Pretest Posttest, Large Group

Ranks		N	Mean Rank	Sum of Ranks
Post Test Kelompok Besar - Pre Test Kelompok Besar	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	100 ^b	50.50	5050.00
	Ties	0 ^c		
	Total	100		

a. Post Test Kelompok Besar < Pre Test Kelompok Besar

b. Post Test Kelompok Besar > Pre Test Kelompok Besar

c. Post Test Kelompok Besar = Pre Test Kelompok Besar

Test Statistics^a

	Post Test Kelompok Besar - Pre Test Kelompok Besar
Z	-8.684 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The table shows the results obtained through the Wilcoxon test of the “*Aku dan Kesadaran Karirku*” e-book media to increase the career awareness of alpha generation students who are studying at 4 MTs N Sleman Yogyakarta. Based on the data in the table, the asymp sig value of the individual pretest-posttest is < 0.005. The asymp sig value of the small group pretest, posttest, and the large group showed the same value, namely < 0.005. This proves that the e-book “*Aku dan Kesadaran Karirku*” is effective in increasing the awareness of career-related alpha generation students. This finding is in line with Super’s theory (1957), which states that career exploration needs to begin in adolescence (Super, 1980).

The development of this e-book is also based on recent research, which suggests that e-books represent a form of innovation in the world of education due to the flexibility and accessibility they provide students as a benefit of using them (Novela et al., 2024). Guidance and counseling teachers are aware of the perceived benefits of developing media that can help students develop more career awareness. Still, they have not had the time to provide these services in the classroom due to the changing curriculum. Therefore, the e-book “*Aku dan Kesadaran Karirku*” was developed to help learners develop career-related awareness independently, making it one of the best choices.

During the development of the “*Aku dan Kesadaran Karirku*” e-book, researchers opted to utilize a combination of Canva and Heyzine applications, capitalizing on the strengths of each platform. One of the advantages that can be directly felt by users when using e-books produced from these two applications is saving students’ time, because there is no need to download certain applications to be able to open the e-book (Tanjung & Faiza, 2019). In principle, e-books provide many positive impacts on the world of education.

Previous research explained that illustrated e-books using the Canva application, which had been developed by them, were feasible to use to prevent bullying behavior (Arif et al., 2024). The similarity between this research and others lies in the type of media produced, specifically digital books or e-books created using the Canva application.



While the main difference lies in the research variables. Researchers also utilize a combination of two applications, namely Canva and Heyzine Flipbook, to develop the e-book “*Aku dan Kesadaran Karirku*” aiming to increase students’ career awareness.

The results of research by Nursultan Japashov, Zhomart Naushabekov, Samat Ongarbayev, Adriana Postiglione, and Nuri Balta also show that the use of e-book media in the implementation of career guidance services affects the STEM (Science, Technology, Engineering, and Mathematics) career interests of students at the junior high school and high school levels (Japashov et al., 2022). The similarity with this research lies in the use of e-book media for implementing career guidance services, which can also be accessed independently by students. The main difference lies in one of the research variables: the researcher uses e-books to increase career awareness, whereas the study specifically uses e-books to increase career interest.

Research conducted by Li Sun and Cheng En Pan also proves that the application of information technology in the form of e-books in teaching and learning activities can make these activities effective (Sun & Pan, 2021). The relevance of the research conducted by the researcher lies in the similarity of the products used, specifically e-books. The fundamental differences in this study are the usefulness of the media developed, and the applications used to create the media. Researchers utilized Canva and the Heyzine Flipbook application to make the “*Aku dan Kesadaran Karirku*” e-book, aiming to increase career awareness among Alpha Generation students.

In addition to some of the advantages of e-books, they can also serve as independent learning resources for Alpha Generation students, as well as supporting tools in the implementation of guidance and counseling services, especially in the career field. Media and teaching materials developed can be used as the main learning resources and supporting teaching materials to improve students’ understanding and skills (Dudung et al., 2022). This is reinforced by the results of interviews conducted with students, who most stated that the e-book “*Aku dan Kesadaran Karirku*” helped them understand the majors that suit their talents and interests. Thus, career-related e-books can help students to gain awareness about careers and can help them decide the best career in the future.

Overall, the research findings prove that the developed “*Aku dan Kesadaran Karirku*” e-book is very feasible and effective for increasing the career awareness of MTs level students who are currently referred to as the alpha generation. This e-book is expected to be an innovation for counselors and guidance and counseling teachers in implementing guidance and counseling services at school. For students, the media is expected to be a source of independent learning, helping them explore careers for the present and the future. However, this media has limitations in its testing, which was only carried out in four schools. Although the study's results showed positive outcomes, the limited scope may affect the generalizability of the research findings. Therefore, a broader and more diverse sample is needed to confirm the findings and ensure that the developed e-book can be implemented well in various educational contexts. The media is also expected to increase awareness among alpha generation learners about careers, so that their future will be well-defined.

CONCLUSION

Based on the results of research and discussion regarding the development of “*Aku dan Kesadaran Karirku*” e-book media used to increase career awareness of MTs level students as Generation Alpha, it can be concluded that this media is feasible and effective to be used by students in improving their career awareness in the digitalization era. This



media can be accessed through various electronic devices, such as computers, laptops, and smartphones, via the link https://bit.ly/MyCareer_Awareness.

The feasibility and effectiveness of this e-book media are supported by the results of feasibility tests conducted by validator lecturers, guidance and counseling teachers, and students who stated that this media can be used independently by students as well as by guidance and counseling teachers in providing guidance and counseling services. The results of the effectiveness test, based on student responses, show that this media is effectively used to increase students' career awareness as part of the Alpha Generation. This study is limited only to MTs Negeri Students, so trials are needed in private schools or other areas.

It is essential for career guidance programs to utilize digital technology to help students develop their career awareness. The integration of digital media in guidance and counseling services can be an effective strategy for increasing students' awareness and interest in their careers. Further research in the future can examine and explore the long-term impact of using e-book digital media on students' choices of major at the next level of education and their decisions about careers.

REFERENCES

- Ardini, F. M., & Rosmila, M. (2021). Profil Perencanaan Karir Mahasiswa Bimbingan dan Konseling Universitas Mathlaul Anwar. *Jurnal Selaras : Kajian Bimbingan dan Konseling serta Psikologi Pendidikan*, 4(1), 9–16. <https://doi.org/10.33541/jsvol2iss1pp1>
- Arif, B. R., Fauzi, T., & Ramadhani, E. (2024). Pengembangan E-Book Bergambar untuk Mencegah Perilaku Bullying di SMP Negeri 53 Palembang. *Journal on Education*, 6(2), 11587–11598.
- Connor, C. M. D., Day, S. L., Zargar, E., Wood, T. S., Taylor, K. S., Jones, M. R., & Hwang, J. K. (2019). Building Word Knowledge, Learning Strategies, and Metacognition with the Word-Knowledge E-Book. *Computers and Education*, 128, 284–311. <https://doi.org/10.1016/j.compedu.2018.09.016>
- DeJuliis, E. D., & Saylor, E. (2021). Bridging the Gap: Three Strategies to Optimize Professional Relationships with Generation Y and Z. *The Open Journal of Occupational Therapy*, 9(1), 1–13. <https://doi.org/10.15453/2168-6408.1748>
- Dudung, A., Hasanah, U., Salman, I., Priyanto, S., & Ramdhan, T. W. (2022). Achievement of Student Graduates: The Role of E-Readiness, E-Learning and E-Book. *International Journal of Data and Network Science*, 6(2), 375–382. <https://doi.org/10.5267/j.ijdns.2021.12.017>
- Fahmi, I., & Ali, H. (2022). Determination of Career Planning and Decision Making: Analysis of Communication Skills, Motivation and Experience (Literature Review Human Resource Management). *Dinasti International Journal of Management Science*, 3(5), 823–835. <https://doi.org/10.31933/dijms.v3i5.1222>
- Fidan, A. (2022). The Effect of Attitudes by Generations X, Y, Z, Alpha, Beta, Gamma and Delta on Children. *Being a Child in a Global World*, (September), 17–33. <https://doi.org/10.1108/978-1-80117-240-020221003>
- Gunawan, S. A., & Fitri Annisa, D. (2023). Implementasi Pelayanan Bimbingan Karir Pada Siswa Sekolah Menengah Pertama Menggunakan Teori Donald E. Super. *COMSERVA : Jurnal Penelitian dan Pengabdian Masyarakat*, 3(4), 1310–1315. <https://doi.org/10.59141/comserva.v3i4.911>
- Hidayat, A. (2021). Pendidikan Generasi Alpha. *Jejak Pustaka*.



- Hirschi, A., & Koen, J. (2021). Contemporary Career Orientations and Career Self-Management: A Review and Integration. *Journal of Vocational Behavior*, 126(January 2020), 103505. <https://doi.org/10.1016/j.jvb.2020.103505>
- Japashov, N., Naushabekov, Z., Ongarbayev, S., Postiglione, A., & Balta, N. (2022). STEM Career Interest of Kazakhstani Middle and High School Students. *Education Sciences*, 12(6). <https://doi.org/10.3390/educsci12060397>
- Karakiraz, A., Üstündağ, A., Karataş, A., & Özdemir, Y. (2021). From Realizable Dreams to Sustainable Facts : An Empirical Study on the Role of Internships in Students ' Career Plans in a Turkish Business School. <https://doi.org/10.1177/2158244021997417>
- Korat, O., Levin, I., Atishkin, S., & Turgeman, M. (2014). E-Book as Facilitator of Vocabulary Acquisition: Support of Adults, Dynamic Dictionary and Static Dictionary. *Reading and Writing*, 27(4), 613–629. <https://doi.org/10.1007/s11145-013-9474-z>
- López-Escribano, C., Valverde-Montesino, S., & García-Ortega, V. (2021). The Impact of E-Book Reading on Young Children's Emergent Literacy Skills: An Analytical Review. *International Journal of Environmental Research and Public Health*, 18(12). <https://doi.org/10.3390/ijerph18126510>
- Mufit, F., Asrizal, Puspitasari, R., & Annisa. (2022). Cognitive Conflict-Based E-Book with Real Experiment Video Analysis Integration To Enhance Conceptual Understanding of Motion Kinematics. *Jurnal Pendidikan IPA Indonesia*, 11(4), 626–639. <https://doi.org/10.15294/jpii.v11i4.39333>
- Nahotko, M., & Deja, M. (2024). E-Book Acceptance by First-Year Undergraduate Students: A Longitudinal Examination and Implications for Library Researchers. *The Journal of Academic Librarianship*, 50(2). <https://doi.org/https://doi.org/10.1016/j.acalib.2024.102847>
- Novela, D., Suriani, A., & Nisa, S. (2024). Implementasi Pembelajaran Inovatif melalui Media Digital di Sekolah Dasar. *Journal of Practice Learning and Educational Development*, 4(2), 100–105. <https://doi.org/10.58737/jpled.v4i2.283>
- Riba, T., & Goswami, K. (2024). Career Decision-Making of Adolescents: Role of Self-Awareness and Career Guidance. *International Journal of Indian Psychology*, 12(1). <https://doi.org/10.25215/1201.196>
- Rimayati, E. (2023). *Cyber Counseling: Inovasi Layanan Bimbingan dan Konseling Di Era Digital*. Kotawaringin Timur: Asadel Liamsindo Teknologi.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sun, L., & Pan, C. E. (2021). Effects of the Application of Information Technology to E-Book Learning on Learning Motivation and Effectiveness. *Frontiers in Psychology*, 12(September), 1–5. <https://doi.org/10.3389/fpsyg.2021.752303>
- Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, 16(3), 282–298. [https://doi.org/https://doi.org/10.1016/0001-8791\(80\)90056-1](https://doi.org/https://doi.org/10.1016/0001-8791(80)90056-1)
- Tanjung, R. E., & Faiza, D. (2019). Canva Sebagai Media Pembelajaran Pada Mata Pelajaran Dasar Listrik Dan Elektronika. *Voteteknika (Vocational Teknik Elektronika dan Informatika)*, 7(2), 79. <https://doi.org/10.24036/voteteknika.v7i2.104261>
- Turel, Y. K., & Sanal, S. O. (2018). The Effects of an ARCS Based E-Book on Student's Achievement, Motivation and Anxiety. *Computers & Education*, 127, 130–140.



- <https://doi.org/https://doi.org/10.1016/j.compedu.2018.08.006>
- Twenge, J. M., Martin, G. N., & Campbell, W. K. (2018). Decreases in psychological well-being among American adolescents after 2012 and links to screen time during the rise of smartphone technology. *Emotion*, 18(6), 765–780. <https://doi.org/10.1037/emo0000403>
- Widodo, A. W., Solikhatun, I., Raharja, S., Salam, A. A., & Wartini, F. S. (2021). A Utilization of Information Technology on Education in Indonesia (2017-2020): A Systematic Literature Review. *Journal of Physics: Conference Series*, 1779(1). <https://doi.org/10.1088/1742-6596/1779/1/012024>

